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ABSTRACT

The objective of the Master Tutors Network Study Skill Competency Program is to equip students with study skills that will improve the quality of their academic work. The program can be tailored to fit the needs of primary through postsecondary level students. The core of the program is eight study skills which are presented to the learner in a sequenced, competency-based instructional program. The specific study skills are: time management, listening and notetaking, interaction, reading, research, report writing, memory, and test taking. Each study skill is presented as a set of procedural skills which will enable students to learn independently. This guide contains instructional materials for the learner and planning material for the tutor or instructor. Tables of goals and objectives, lesson plans, suggestions for successful tutoring, background material for teaching writing skills, instructions for conducting workshops, and planning worksheets are included. (IAH)

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stud·y (stud'i), n., pl. studies, v., studied, studying. --**n.** 1. application of the mind to the acquisition of knowledge, as by reading, investigation, or reflection. 2. the cultivation of a particular branch of learning, science, or art: the study of law. 3. a particular course of effort to acquire knowledge: to pursue special medical studies. 4. something studied or to be studied. 5. zealous endeavor or assiduous effort, or the object of the endeavor or effort. 6. deep thought, reverie, or a state of abstraction: to be in a brown study. 7. a room, in a house or other building, set apart for private study, reading, writing, or the like.... —**v.** 1. to apply oneself to acquiring knowledge of (a branch of learning, science, or art, or a subject), especially systematically. 2. to examine or investigate carefully and in detail: to study a political situation. 3. to observe attentively; scrutinize: to study a person's face. 4. to read (a book, document, etc.) with careful effort. 5. to seek to learn or memorize, as a part in a play. 6. to consider, as something to be achieved or devised; think (out), as a result of careful consideration or devising.
—**Syn.** study, consider, reflect, weigh imply fixing the mind upon something, generally with a view to some decision or action. Study implies an attempt to obtain a grasp of something by methodical or exhaustive thought: to study a subject. To consider is to fix the thought upon something and give it close attention before making a decision concerning it, or beginning an action connected with it: consider ways and means. Reflect implies looking back quietly over past experience and giving it consideration: reflect on similar cases in the past. Weigh implies a deliberate and judicial estimate, as by a balance: weigh a decision.
[ME studie, t.L: m. studium, zeal, application, study, LL: a place for study] — **The American College Dictionary**

The purpose of the Master Tutors Network Study Skill Competency Program is to fulfill the need, within any learner's academic environment, of a quantity of study skills sufficient to increase the quality of the learner's academic work. Eight study skills are presented to the learner in this unique, competency-based, instructional program; and, while sequentially flexible they are structurally systematic to ensure the meeting of individual learners' educational needs.

THE MASTER TUTORS NETWORK

STUDY SKILL COMPETENCY PROGRAM

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Demands for independent learning skills increase as students move from elementary to secondary and from secondary to post-secondary settings. Rarely are students provided direct instruction relevant to assuring they have a solid foundation and a terminal competence with specific study skills. And yet, they are basic and critical to sustained academic achievement regardless of the subject, grade, or curricula the student is involved with daily.

Master Tutors are equipped with the knowledge and the skill required to successfully teach 8 logically, yet flexibly sequenced study skills which lead directly to improved academic performance. Sessions follow a guideline of 3, 20-minute segments per study skill, and also follow a procedural format of instruction to ensure the demonstration of required teacher and student behaviors during each of the 8 study skill sessions. Master Tutors will overview the content and structure of every session comprising a student's individualized program, proceed with the instruction, provide practice to mastery, summarize the newly acquired study skill, and provide total program feedback as the student applies the independent learning skill in ongoing class settings.

Flexibility in our unique program enters when a specific known amount of subject material mastery takes precedence of focus during instructional time. In such cases, a number of study skills may be diagnostically implemented into a direct instruction of subject material. Alternatively, subject materials are diagnostically implemented into a direct instruction of study skills. In each scenario - subject tutoring or study skill tutoring - academic performance is meaningfully executed by the student in an improved, independent, and competent manner.

Presented in a logical sequence of study skill sessions, the full program's skill hours are:

1. Time Management
2. Listening & Note Taking
3. Interaction
4. Reading
5. Research
6. Report Writing
7. Memory
8. Test Taking

Each study skill is itself a set of procedural skills which will enable students to learn independently; is a set of specific learning behaviors that enable them to have direct control over academic success and failure. Combined, these skills involve a wide variety of school related situations in which information needs to be acquired, retained, recalled, and applied.

Master Tutor study skill instruction follows a procedural format that is vital to ensuring the demonstration of tutor and student progress, as mentioned above. This effective format involves the following guidelines, each relevant to a 20-minute segment of skill instruction:

1. Present SKILL as series of steps/Identify instances in which SKILL is called for
2. Present steps rules & facts/Recall steps required to execute SKILL
3. Provide practice & test/Execute steps of SKILL towards mastery

As professional educators, Master Tutors are extremely qualified to conduct these sessions towards maximum student growth and proficiency in the skill and subject area covered. As Network members, we are all dedicated to educational excellence and committed to connecting the public with their community's tutor resources, and especially to providing free Master Tutor sessions where financial need exists.

Our "Study Skill Competence" program is one of many ways we work to support education in America, but most importantly, we work to provide our expertise directly to students who need an intensive, short-term, and effective tutorial experience.

The TIME MANAGEMENT Hour

INTRODUCTION: Above all other Study Skills, time management is the most important to learn and to practice. It is through time management that the serious student plans & achieves "what, when, and how" to work at his/her school studies.

About this important skill a major scientifically proven fact is known. When learning scientists studied the top, most successful people in the world, they discovered that these people shared one, common characteristic. A high IQ? No. They shared a quality the scientists called "stick-to-itiveness". This scientific fact means that the highest levels of achievement are reached through "constant and persistent effort", regardless of what one's so-called intelligence level is.

It is important to bear in mind the fact that not all learning scientists agree on what "intelligence" really is, but that they do all agree that those people who develop and practice the quality of "stick-to-itiveness" in their lives tend to become the most successful people in the world. What particularly makes this quality powerful is what the scientists call "a habit of research"... This "habit" is similar to the formal "Research Study Skill" we will cover in our 4th tutorial hour, and yet it is much more than that. "A habit of research" is more of an understanding, a mental understanding, that the habit of looking for, and finding information will eventually lead to intellectual success and personal achievement.

All 8 Study Skills will employ your "stick-to-itiveness" and your "habit of research". Because this is so, every Study Skill you perform means that you will also be involved in developing your intelligence. What makes the Study Skill of time management so important is the important role time plays in all of your study efforts, and in every one of your studying achievements. Students who are masters at time management plan "what, when, and how" to work at their studies to achieve high levels of success. Once you learn and practice the TIME MANAGEMENT SKILL, your persistence at performing this skill will reward you with experiences of academic success all year long.

You have heard the saying, "Plan your time wisely"? Time management skills enable you to become "wise" about study time. Three major skills are performed. Put simply, they are 1) the skill of listing, 2) the skill of prioritizing, and 3) the skill of arranging. These are basic to planning the "what, when, and how" elements of studying.

THE SKILLS OF TIME MANAGEMENT

Managing study time with skill requires a constant alertness for the elements of studying. These you must plan with the skills of listing, prioritizing, and arranging, and these elements are:

1. "What" - academic assignments & activities - "To List"
2. "When" - type of result & deadline for result - "To Prioritize"
3. "How" - appropriate Study Skill & environment - "To Arrange"

You will find the elements of skills 1 & 2 within your classroom; the elements of skill 3 within Study Skills 1-8 and a chosen, appropriate place where your Study Skills are to be applied. The following "Time Management Page" is provided here to help you become familiar with practicing the 3 major skills and eventually with planning your study time wisely, as often as necessary.

The keys to successful TIME MANAGEMENT are your "habit of research" and your "stick-to-itiveness".

The purpose of TIME MANAGEMENT is to direct your attention to the "elements of studying" on a continuous basis throughout the school year.

The elements of studying must be planned with skill:

1) What must be listed (assignments & activities)
2) When must be prioritized (by type & deadline)
3) How must be arranged (the Study Skill & environment)

Now that you have learned how to MANAGE your study TIME, you are ready to begin lessons on the Study Skills that will fill up the time you have planned for study, and on the Study Skills that will make your time management and studying easier.

Filling up the time you have planned for study are these Skills:

a) Reading b) Report Writing c) Research
d) Memory e) Test Taking

Making time management and studying easier are these Skills:

1) Listening & Note Taking 2) Interaction

LISTENING & NOTE TAKING

INTRODUCTION: For ease of understanding, we call Study Skills 1) & 2) above "Enabling Skills". They enable you to perform the other study skills and the skill of time management with great success. These ENABLING SKILLS - those of listening & note taking and of interaction - rely on your ability to be constantly on the alert for the elements of studying in you school environments.

Every class you attend, from physical education to physics, is foremost an information center. Most, but not all of the information you need to do well in a class will be found on the chalkboard, in the book, on the handout sheets, or on the wall charts of that class. Thinking "elements", you need to have information on "what", "when", and "how".

LISTENING & NOTE TAKING further all students' study efforts, and what's more, teachers depend on students to listen and take notes. The higher your grade level, from 1st to 12th and undoubtedly beyond the 12th grade, the more dependent you must become upon your CLASS NOTEBOOK and your ability to "keep up" this notebook.

The Study Skill of listening & note taking will enable you to "keep up" with "What's going on", "When something needs to be done, or, handed in", and with "How you are to study". To be alert to these elements is to be aware of when your teacher/professor gives you the element information you need:

* When the bell rings to begin the class...
  Teacher announces what will be accomplished that day;
  Teacher tells you place locations (page #s, materials);
  Teacher presents review & new information.

* When the class is about to end...
  Teacher reviews important accomplishments;
  Teacher directs you to location, activity for home study;
  Teacher announces deadlines, test dates, review dates.

ALERTNESS to element information during class involves being AWARE of the following, class time organization pattern set by the teacher/professor:

* At the beginning of each, different class activity...
  Teacher tells important points to look out for;
  Teacher gives directions to follow;
  Teacher assigns in-class work;
  Teacher tells how much time may be spent on the activity.

* At the close of each class activity...
  Teacher repeats and may add important points to remember;
  Teacher gives correct answers and procedures;
  Teacher may give assignments for home study;
  Teacher announces activity end;
  Teacher introduces the next activity;
  Teacher tells or shows activity similarities and differences.

* During each class activity...
  Teacher highlights important points to remember;
  Teacher helps individual students understand & perform the work;
  Teacher may re-explain lesson information, giving additional information;
  Teacher may introduce a number of ways to understand or perform the work;
  Teacher tells or shows how present information/skills relate to past or future information/skills.

Because each class will be organized according to these 5 BASIC TIMES, your NOTE TAKING will take on a similar pattern!

In summary, your notebook pages - for each different class period - will contain essential, TIME MANAGEMENT information, and this information will have been written down by you, based upon the class-time's organizational pattern.

Your notebook pages, per class, should be recognized as TIME PATTERNED INFORMATION:

I. Start of Class
II. Start of Activity (Activity A, B, C, and so on)
III. Duration of Activity
IV. End of Activity
V. End of Class

Your notebook pages will contain STUDY information as well as TIME MANAGEMENT information. Simply save all of your notes. Extract from them what you need for your TIME MANAGEMENT PAGES... "habitually"... With so many classes, the successful student is the one who is "constantly" aware of the demands each class makes on their study time... past, present, and future.

Get into the habit of taking your notebook(s) home every day. Take the time to review, slowly, every note you took that school day. Then, pick up on the TIME MANAGEMENT skills you have... update, even create fresh TIME MANAGEMENT PAGES. The rewards are great. Aware of work past, currently under study, and approaching - for every subject - you are well prepared to tackle the homework assignments, even the next day's class assignments with ease and success.

Here are some additional note taking points to keep in mind:

* Notebooks: soft binders with loose-leaf paper, recommended
* 1 Section OR 1 Binder per subject, depending on volume of note pages
* Separate section for TIME MANAGEMENT blank pages
* 1st pages of each section = TIME MANAGEMENT page: PERIOD (9-weeks)
* Heading for every note page: Subject/Day&Date/#
* Sharp pencil/mechanical pencil, recommended
* Circle assignment entries for transfer onto TIME MANAGEMENT pages

STUDY PLAN For The DAY*WEEK*PERIOD Of

I. LIST

	On The List	Due Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

II. PRIORITY CODE

III. ARRANGEMENTS

Your third ENABLER towards being skilled at Time Management and Study is a set of performance skills known as INTERACTION skills. The best way to understand what INTERACTION Skills are, is to keep in mind that all students interact within 4 KINDS OF SITUATIONS: 1) Environmental, 2) Social, 3) Personal, and 4) Academic Situations. Each one of these interaction situations requires students to perform a different - i.e., situation-specific - set of behaviors. All of these behaviors, once learned/practiced/& habituated by you, will greatly enhance your skill at Listening & Note Taking. Here, we will cover these 4 kinds of situation-specific interaction behaviors one-at-a-time:

1) Environmental Situations & Skill Behaviors

a. The Classroom Environment & Caring
   1. Desk materials - books, notebooks, supplies, papers - all must be looked after to avoid shortages, loss, misplacement, damage, and "mess"!
   2. Teacher materials - bulletin boards, chalkboards, bookshelves, closets, file cabinets, books, charts, papers, supplies - all must be treated with care & respect to preserve their organization & longevity!
   3. School materials - desks, chairs, tables, clocks, machines, doors, windows, floors, walls, ceilings, electrical wires/switches/fixtures - all must be treated with care & respect to avoid damage and to preserve their longevity year-to-year.

b. The Lunchroom Environment & Caring
   1. Lunchroom materials, school materials & you must interact to promote organized movement, cleanliness, and longevity.
   2. Lunchroom personnel - must be treated with friendliness & respect to enhance their efficiency, attitudes and lives.

c. Heavy Traffic Environments & Movement
   1. Gymnasium & Athletic Fields - all teacher and school materials must be treated with care & respect; proper movement in & around the area avoids accidents and damage... know and practice movement & usage rules!
   2. Assembly Areas - entering, participating, leaving - know and practice these supervised, conduct behaviors!
   3. Hallways & Walkways - entering, leaving, moving from place to place: Buildings, offices, classrooms, restrooms, storage, library, nurse, teacher lounge - sudden and swift usually characterizes this situation because people are on a strict time schedule in schools. Be alert, cautious, and travel with respect & care for property and other people... arriving safely & without mishap is more important than arriving on time; planning your movements with ahead-of-time awareness creates skill in these situations.

d. Emergency Environments & Movement
   1. Not involved - stay away from the environment as advised by school officials/teachers/personnel.
   2. Witness - offer help (CPR, Heimlich Maneuver, 911, alert nearest school official/teacher/personnel, etc.) once you determine the nature of the emergency, then be available later should you be needed to detail what you witness. A calm, yet swift research of these situations is needed before prompt and appropriate responses can be made.
   3. Directly involved - get help - receive help - express some appreciation for help received. Prevention rules known and practiced will assist you who may be at primary fault.

2) Social Situations & Skill Behaviors

a. Accepting Authority - When your movements, plans, and actions are directed by school officials/teachers/personnel, your skill at accepting their authority is needed. In these situations the skill is to listen carefully, fit their directions into your schedule, and act according to those directions. These persons are responsible for your school success; it is their job. By accepting their authority, you and your work achieve success.

b. Coping with Conflict - Your reactions (mental, emotional, and physical) to upsets, confusions, problems... must be handled with a positive attitude to difuse the situation of its potentially negative and harmful effects, both to you and your work.

c. Gaining Attention - Know and use class rules (raising your hand, waiting until after class) when you need to gain the attention of teachers and classmates. Above all, respect the time of the teacher and the student role of your friends... keeping margin notes of things that come into your mind for someone's attention will help you spend more time on those thoughts... eventually building in you a wisdom about handling what matters to you, and a skill in taking care of those things with appropriate resources, persons, and results.

d. Greeting Others - Everyone likes to be liked, and one of the very best ways to show liking is to greet someone! It may be as simple as eye contact/a smile/ & a nod, or a complex as a date to meet at lunch.

e. Helping others - Without sacrificing the time you need for important accomplishments, it is possible to interact with others in a spirit of helping in many situations. Sharing your skills, time, and interests helps the entire day to go smoothly and with the satisfaction of sharing and progress.

f. Play - There are two kinds of play: organized and informal. Participate fully to your ability, adhere to rules and requlations, and have a spirit of fun vs. an aggressive attitude during your interactions with your playmates. The saying, "It's not whether you win or lose, but how you play the game that matters" is famous for describing good sportsmanship.

g. Positive Attitudes & Making Conversation - One of the very best ways to interact socially is to show interest, and this is done easily by asking questions and praising someone else's accomplishments. People love to talk about the things they know the most about: themselves, family, shared experiences, things read or recently heard about/seen on television, recreational activities, and hobbies are among the most popular topics of conversation.

h. Property: Yours and Others' - The best advise to keep in mind about property is to regard & treat others' property just as you would have others regard & treat your own. As a rule of thumb, leave property not belonging to you alone until you ask or receive permission to do anything with it (touch, borrow, move, use, or make as your own). Respect the wishes of property owners at all times; often by showing this respect you also show others that you are a person of integrity who can be trusted.

3) Personal or Self-related Skills

a. Accept consequences - When things happen to you as a result of your honest and often innocent efforts, other people may be in a position to judge what you have done and to issue a consequence for what happened. You do not have to be happy; negative things happen. The idea is to understand the issue of retribution, or, making good for whatever bad happened. However small or large your involvement was, a willingness to participate in consequence is critical to diffusing the negativity out of what happened; is critical to getting the issue resolved so that it can be forgotten and put in the past. A positive attitude coupled with acceptance, no matter how mentally hard this may be to achieve, will be remembered as a good quality of your personality.

b. Behave Ethically - Ethical behavior is shown by people who have control or power that others do not, and who exert this power and control with honesty and with sensitivity to the needs of people who are affected by that control or power. Students have a lot of power and control, especially with regard to teacher progress. An example of unethical student behavior is the impediment to teacher progress that occurs when a student asks questions out-of-turn, disregarding the teacher's need to present information in an orderly fashion & to maximize every student's understanding of what's being said. Test taking with "cheat sheets" is another example.

c. Express Feelings - Everyone has a right to express their true feelings, whether they are positive or negative. Telling someone you are angry, confused, or even sorry is always appropriate when this is done in a spirit of problem-solving.

d. Maintain a Positive Attitude About Yourself - Everyone makes mistakes, large and small. Life is full of hard choices and difficult assignments. Accepting difficulty and committing yourself to overcoming difficulty is important, and some of the best skills you have to offer yourself are found right within your own brain & imagination: reflection, research, prioritizing, and humor.

e. Exhibit Good Personal Care - An often forgotten truth about people is that they tend to spend more time believing others are looking at & criticizing them than others actually do! Simple and consistent grooming habits can & should be relied upon to take care of how you look to others, physically. Once these habits take hold, your imagination is freed of worrying and replaced with a feeling of confidence and happiness... a much better mental attitude that enables you to focus fully on your work, your friends, and the school environment.

4) Academic Situations & Skill Behaviors

There are 3 major interaction situations to be found at school:
Classroom, Getting Along, & Making Friends
Important skills and related behaviors for each situation are:

a. Classroom

S: Listening to the Teacher, Following Class Rules, Doing Your Best Work, Accepting Teacher Authority.

B: Eye contact, Voice tone, Listening, Making sense, Taking turns, Starting work, Answering, Questioning

b. Getting Along

S: Following rules, Sharing, Assisting, Being courteous, Touching the right way

B: Asking, Offering, Using polite words, Eye contact, Listening

c. Making Friends

S: Complementing, Showing active interest, Inviting, Sharing experiences, Good grooming

B: Sincerity in speech, Building onto previous experiences, Avoiding negatives (complaining, gossip), Smiling, Using good judgement (prioritize interaction time) when making decisions (where, when, how, what, why), Exchanging information about success with work, play, others... all will intend to indicate trustworthyness, honesty, respect, and noble intentions, among other personal attributes

NOTE: Real-life experience with the skills and behaviors of INTERACTION is challenging, important, and development-oriented. Competent interaction involves an expanded awareness of the people, places, and events which exist outside of the academic study environment. Meanwhile, interactive competence within the academic study environment is treated separately, discriminatively, to emphasise clear and distinct behavioral expectations that lead to academic study success.

PRESENTING THE PROGRAM: AN INTERACTION SUMMARY

STUDY SKILL ENABLERS: 3 - Time Management/Listening & Note Taking/Interaction

THE WORK OF STUDYING: 5 - Reading/ Research/ Report Writing/ Memory/ Test Taking

By habituating the behaviors found among the STUDY SKILL ENABLERS, each student will have ready, at any given time, the materials and the right amount of time they need to READ, DO RESEARCH, WRITE REPORTS, BUILD THE MEMORY, and TAKE TESTS... the actual WORK of STUDYING.

STUDY WORK will be done well, whenever WORK TASKS are 1) known, 2) detailed, and 3) planned... or, 1) found, 2) written down, and 3) managed..., or, just plain ENABLED to be done well.

Actually doing the WORK of studying well requires that each study work TASK be completed. A specific result for each kind of task is required, and each study work will require the student to do certain things to get that result.

To do READING work well, each student must a) become oriented to the materials and b) shift speeds.

To do RESEARCH work well, one must a) have analysis tools and b) develop organized information.

To WRITE REPORTS well, a) follow writing rules and b) use a good writing technique.

To do MEMORY work well, one must a) have good information and b) use retention techniques on as much information as is needed.

To TAKE TESTS well, each student must a) become oriented to the material being tested and b) follow test item directions.

SUMMARY

The student behaviors are clear; more active are the Master Tutor's behaviors as the study skills are taught. The student learns, practices, and masters the skill of studying; the instructor teaches, monitors, and adjusts for student mastery, the information of studying.

The table of study skill specifications, when followed through with appropriate content per skill area (8 areas), is a model guideline for the Master Tutor's instructional procedures and instructional contents.

There is more to tutoring "than knowledge transmission" (College Skills Lab, 1991). Be aware of what the hour demands of the Master Tutor besides the simple transmission of academic knowledge: the simple establishment of a professional friendship.

There are certain interactive qualities to keep in mind while tutoring.

A good number of these qualities are provided in the College Skills Lab orientation handout, "Suggestions for Successful Tutoring". Further elaborated and augmented, these qualities have everything to do with being attended to in a consistent and motivated manner. Individual tutor input is assumed necessary.

The Master Tutor is foremost a master of the competencies required of the tutor's learner. Second and thirdly, the Master Tutor is a competent procedural instructor and competent in eliciting learner attention and motivation.

Procedurally learned study SKILL competencies to be mastered are categorized: Enabling and Working. The Master Tutor and learner who have the Terminal competence of STUDY skill will have knowledge of the following goal achievements:

E1 TIME MANAGEMENT - planned academic study time and information
E2 LISTENING & N.T. - maintained alertness to academic info. presentations
E3 INTERACTION - sustained alertness to academic information presentations

W1 READING - Fluently processed material information for target results
W2 RESEARCH - consistently applied habit of research for chosen study purposes
W3 REPT.WRITING - written statements that are structurally sound, cohesive, mngful
W4 MEMORY - purposeful and active pursuits for recollective rewards
W5 T.TAKING - tests taken wisely, knowledgeably, and consistently well

Each skill, as specified in the following TABLE, has specific academic content. These contents are to be identified and/or produced by the learner. When those instructional objectives are met, the learner's competence will increase the probability that s/he will study academic information to subject mastery.

The oft-times elusive competence of eliciting learner attention and motivation is vital to the tutorial experience. Focusing on the why aspect of tutoring and not the what and how, is this unique competence which has knowledge of a goal achievement, too. Namely, increased and sustained attention to and motivation with the instructor about the academic information being learned. Interactive quality suggestions are presented below in concert with "Suggestions for Successful Tutoring":

The successful tutor will interactively do the following things:

1. Know what's being studied.
2. Make mistakes well.
3. Speak instructional concepts on occasion.

4. Stress themes to relate studies to student world and future.

   * Individual & collective ideals and efforts
   * Individual & collective wants and needs

     Spending & revenue
     Leisure & recreation
     Information & supply

   * Job market categories - Education, Industry, Business, Military, Government
   * American purchase and tax systems

5. Use bonding techniques based upon compassion, encouragement, and respect.

   * Share material items.
   * Impart esoteric wisdom and elaborate.

     Studying: a key to inner growth & academic mobility....
     Education: a formal or informal vehicle of progress
      (in areas either personal, social, or economic)....
     Money is not the root of all evils....
     History is about human striving towards ideals....
     Learning is like a savings account: the more you put in....

   * Relate to the age group's innocence and excitements.

     Primary - elemental medium manipulatives
     Elementary - school supplies, toys, games, cartoons
     Middle - school supplies, kids groups, music, movies
     Secondary - school supplies, clubs, libraries, jobs

In effect, having time-attention-interactive quality, the tutorial experience enables student learning of specific content and procedures in the STUDY SKILL COMPETENCY PROGRAM; it results in specific goal achievements; it moves effectively.

Next Presented are STUDY SKILL COMPETENCY tables of specifications. Each may be utilized in a checklist manner, yet, must be completed as determined by the degree and number of skills to be individualized and the academic subject matter involved at any stage or in any session. Individual Master Tutor presentations will vary.

Finally Presented is "Tutorial Guideline" information, in outline form, to assist the planning and the presentation of tutorial sessions. This SESSION PLANNER is a workshop outcome and a Master Tutor competency.

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Users of the STUDY SKILL COMPETENCY PROGRAM are welcome to copy the "Study Plan" guide sheet without requesting permission. The program materials fee is used soley for the support of the activities and operations of The Tri-County Master Tutors Network. User feedback, suggestions, and ideas are depended upon to insure the program's quality, relevance, and productivity today and into the future. Please feel free to present yours at any time.

The Tri-County Master Tutors Network is working to expand the frontier of the learning environment within and by active, educative communities. Our emphasis upon and specialization in STUDY signifies an unwavering commitment to providing needed educational services where and when we can. You, as program participant, join us as partners and share our progressive ends.

THE MAJOR GOALS & OBJECTIVES OF STUDY SKILL COMPETENCE

LIST OF SKILL SPECIFICATION TABLES

I. TIME MANAGEMENT

Goal: Plan academic study time and information wisely and successfully.

A. List academics through active Listening & Note Taking
B. Prioritize academic result deadlines through academic analyses
C. Arrange academic study environment through study skill analyses
D. Prepare "Study Plan" for specific subject notebooks

II. LISTENING AND NOTE TAKING

Goal: Maintain alertness to academic information presentations.

A. Attention through recognition of class organization patterns
B. Notebook keeping through Time Management skills

III. INTERACTION

Goal: Sustain alertness to academic information presentations.

A. Environmental-specific situations and skill behaviors: 4
B. Social-specific situations and skill behaviors: 8
C. Personal-specific situations and skill behaviors: 5
D. Academic-specific situations and skill behaviors: 3

IV. READING

Goal: Process information for target results with materials, fluently.

A. Active role-taking to bring student world into text materials
B. Text expectations to bring text information into study world
C. Reading shifts that memory systems & writing tasks require
D. Library Science introduction

V. RESEARCH

Goal: Apply a habit of research to chosen studies, consistent with purposes.

A. Library Science review of organizational patterns
B. Research formulae for information management with specific tools
C. Analyses of academic and study competencies

VI. REPORT WRITING

Goal: Write structurally sound, cohesive, and meaningful statements.

A. Continuum planning and note-taking
B. The supremacy of the Rule of Writing over the Act of Writing
C. Writing swiftness techniques for report development
D. Competence with the 4 Stages of Writing a Report or Essay

VII. MEMORY

Goal: Purposefully and actively pursue the rewards of recollection.

A. RRE:MEMORY - RecognizeRecallExecute : The purpose of memory
B. Memory building techniques
C. Memory and study time management

VII. TEST TAKING

Goal: Take tests wisely, knowledgeably, and consistently well

A. 5 Strategies that maximize complete or partial knowledge of content being tested
B. 3 Strategies for sentence completion tests
C. 6 Strategies for short answer and essay tests
D. 3 characteristics of written answer item
E. 6 characteristics of symbolized answer item

STUDY SKILL COMPETENCE GOALS

A TABLE OF SPECIFICATIONS

CONTENT	IDENTIFICATION		PRODUCTION	
	Aquisition	Fluency	Aquisition	Fluency
I. TIME MGT	A. Elements B. Study Plan		A. List B. Prioritize C. Arrange	
II. LISTENING & NOTE-TAKING	A. Organization Patterns B. Time Management Skills		A. Notebook assembly B. Notebook study guide	
III. INTER-ACTION	A. Interaction Situations B. Interaction Behaviors		A. Environmental B. Social	C. Personal D. Academic
IV. READING	A. Materials Characteristics B. Reading Shifts		A. Prereading Behaviors B. Rate and Techniques	
V. RESEARCH	A. Problem Identification/Location B. Information Requirements		A. Writing Pattern Formulae B. Subject Application	
VI. REPORT WRITING	A. Rules of Writing B. Writing Techniques		A. Patterns of Organization B. Stages of Writing	
VII. MEMORY	A. The Purpose of Memory B. The Development of Memory		A. RecognizeRecallExecute B. Techniques and Applications	
VIII. TEST TAKING	A. Strategies B. Characteristics		A. Written tests and items B. Symbolized tests and items	

(Also, see page 25)

TIME MANAGEMENT

IDENTIFY

2 characteristics of successful learning

_____ Stick-to-it-iveness

_____ Habit of research

3 elements of studying... skills of time management

_____ what... listing academic assignments & activities

_____ when... prioritizing by result types & deadlines

_____ how.... arranging appropriate skills & environments

2 skills that make time management efficient

_____ listening & note-taking

_____ interacting with others in school

5 skills that fill up the time planned for subject study

_____ reading

_____ research

_____ report writing

_____ memory

_____ test taking

PRODUCE

Using the STUDY PLAN GUIDE:

_____ List academic assignments & activities

_____ Prioritize by result type and deadline

_____ Arrange study work by skill and environment

NOTES

Assist With Identifying

a. 4 Interaction Situations:

_____ Environmental _____Social _____Personal _____Academic

b. 5 Information situations for Listening & Note Taking:

_____Start of class

_____Start of activity

_____Duration of activity

_____End of activity

_____End of class

c. 7 Note-taking points:

____Notebook points (3) _____ Study Guide points (2)

____Other (3+)

LISTENING & NOTE-TAKING

IDENTIFY

5 Information situations

_____ Start of class

_____ Start of activity

_____ Duration of activity

_____ End of activity

_____ End of class

3-4-5 Element information instances per situation

___ 3 at beginning of class
___ 3 at end of class
___ 4 at beginning of class activities
___ 4 at close of class activities
___ 5 during class activities

2 kinds of information contained in notebook pages

_____ Time management situations

_____ Subject information not found in materials

6 Points about taking notes in notebooks

_____ Soft binders with loose-leaf paper

_____ Multiple sections or binders

_____ Study Guide pages

_____ Note page heading

_____ Reliable writing instrument

_____ Marking notepage entries for Study Guide

_____ *Others (student or tutor preferences)

_____

PRODUCE

A subject or an all-subjects notebook

One or more Study Guide pages

_____ 9-weeks period, all subjects

_____ 9-weeks period, one subject

_____ 1-week period, one or all subjects

NOTES

INTERACTION

IDENTIFY

4 Kinds of student interaction situations

_____ Environmental

_____ Social

_____ Personal

_____ Academic

4 Environmental situation behaviors & specific kinds

_____ The classroom environment: caring - 3

_____ The lunchroom environment: caring - 2

_____ Heavy traffic environment: movement - 3

_____ Emergency environment: movement - 3

8 Social situation behaviors & specific kinds

_____ Accepting authority
_____ Coping with conflict
_____ Gaining attention
_____ Greeting others
_____ Helping others
_____ Play
_____ Positive attitudes, making conversation
_____ Property: yours & others

5 Personal situation behaviors & specific kinds

_____ Accepting consequences
_____ Behaving ethically
_____ Expressing feelings
_____ Maintaining a positive attitude about yourself
_____ Exhibiting good personal care

3 Major academic situations & specific skills/behaviors

_____ Classroom

S ___ Listen, follow, do, accept
B ___ Eye contact, voice tone, listening, making sense, taking turns, starting work, answering, and questioning

_____ Getting Along

S ___ Follow, share, assist, courtesy, touching
B ___ Ask, offer, politeness, eye contact, listen

_____ Making Friends

S ___ Complement, interest, invite, share, gooming
B ___ Sincerity, smiling, good judgement

NOTES

PRODUCTION objectives require student expressions/ anecdotal records / of accomplishments with behavioral expectations listed per interactive situation.

TABLE OF SPECIFICATIONS: READING

IDENTIFY

3 Student-world facts

_____ Present assignment's bearing on previous study

_____ Student's prior experience with present assignment

_____ Assignment findings to be anticipated

7 Text-material facts

_____ Title, subtitles: general concepts

_____ Number of assigned pages: begin/end

_____ Sections: intro/vocabulary/summary/questions

_____ Visuals: pictures/maps/charts/tables/graphs

_____ Technical vocabulary: italicized/bold type —

_____ Level of comprehension

Literal: math, science, language arts
Interpretive: literature, social studies, history

_____ Internal organization patterns

Cause/Effect - problems, achievements, influences, viewpoint

Comp/Contrast - definitions, descriptions, similar/different

Time Order - temporally/logically sequential relationships

Lists - simple or by criteria (size, weight, importance)

3 Study-world facts

_____ Result expected

_____ Deadlines imposed

_____ Number of pages assigned

2 Reading shifts & Reading tasks

_____ Literal reading: Memorize vocabulary, lists, time orders

_____ Interpretive: Understand meanings of relationships with details

___ Literal = slowly, carefully, more than twice

___ Interpretive = Not one-word-at-a-time, yet thoughtfully

PRODUCE

12 Prereading behaviors WITH a specific reading assignment

___ Say 3 student-world facts

___ Write or Mark 7 identifiable text-material facts

___ Write to Plan accomplishment of 3 study-world facts

NOTES

IDENTIFY

2 Tools needed to analyze (break into parts) a problem (topic)

_____ 4 criteria for choosing a topic

___ Point of personal and public interest

___ Amount of related experience

___ Amount of time to completion

___ Kind of research sources needed

___ Library materials (books, articles, maps)

___ Surveys, questionnaires (people)

_____ 3 library skills

___ Looking for facts: reference books

___ Finding current, interesting information: periodicals

___ Locating authoritative sources: card catalogues

3 Materials needed to organize the information search

_____ Writing instruments (pencils, paper, note cards)

_____ Problem or topic outline

___Thesis statement (interest grabber)

___Topic statements (points for exploration)

___Developmental facts/information (paragraph relatives per exploration)

_____ List of research sources to quote from, paraphrase, connect facts/information/ideas

2 Kinds & purposes of research

___ Historical

___ To discover new knowledge

___ To clarify, correct, or expand existing knowledge

___ Descriptive

___ To investigate/report what currently exists

___ To find out about attitudes, opinions, factual characteristics, conditions, and procedures

---

PRODUCE

A problem or topic outline

A statement of the problem or topic's introduction and conclusion

A list of research sources

A file of note cards, sectioned according to statements and outline

A "working" bibliography of sources documenting note card use

NOTES

IDENTIFY

3 Rules of writing clear, direct, polished (Grade A) papers:

_____ Respond fully to all parts of the question or topic.

_____ Support all generalizations adequately with specific details, reasons, and examples.

_____ Display correct grammar, usage, and spelling.

3 Stages of writing:

_____ Preparing to write

___ Mark key words presented to you.

___ Jot down the central theme.

___ Jot down major thematic aspects to be developed.

___ Consider each aspect separately; reflect, research.

___ Reason "Why, How, So What, Examples" for each.

_____ Writing the first draft

___ Opening paragraph of 3-4 sentences

1st = generalization about theme & aspects
2nd = focus on aspect developments ahead
3rd/4th = survey of the particulars intended

___ Body of the paper

Presentation of thematic aspects
Short, concise paragraphs of 3-6 sentences
Sentences contain adequate support for points made

___ Concluding paragraph of 3-4 sentences

May add new information
Will complete a full response; make a full point
May point towards the future
May add personal impressions here

_____ Proofreading process

___ Scrutinize paragraphs for direct relativity to topic

___ Scrutinize sentences for point/aspect illumination

___ Read line by line for errors in grammar, usage, spelling

___ Re-read the entire paper for logic, smoothness, effect from beginning to end/opening to closing

___ Make all corrections into final draft; repeat the proofreading process to follow the rules of writing

Writing techniques:

___ Preparation "cluster outline" (categorization)

___ First draft perspectives/developmental styles

___ Focal perspective, supporting points of view

___ General issue, clarified and comprehensive aspects

___ Create problem, discuss relationships, offer solution

___ Proofreading resources

___ Add authority: thesaurus, books, articles

___ Add spice: character opinions, dialogue

PRODUCE A written report which —

_____ Responds fully to all parts of a question or topic.

_____ Supports all generalizations adequately with specific details, reasons, and examples.

_____ Displays correct grammar, usage, and spelling.

A writing plan which

_____ Includes a "cluster outline": of researched detail

_____ Drafts 3 sections of paragraphs:

___ Opening

___ Body

___ Concluding

_____ Sports a specific perspective/developmental style

_____ Involves a proofreading technique

NOTES

* Time management skills implied: elements and guide

* Research skills implied:

  a) Problem anaysis - choosing a topic & actively searching for facts, authoritative ideas, and current, interesting information

  b) Material organization - supplies, notes, and sources

  c) Directed research activity - historical and descriptive

* Reading skills implied:

  a) Orientation to facts - student/text/work

  b) Facility with identifying and executing reading shifts

IDENTIFY

3 Activities comprising the purpose and use of memory:

_____ Recognize instances in which memory content is called for

_____ Recall the content involved in expressing an answer

_____ Execute the expression of memory content

7 Principles that guide memory:

___ Motion, visual images, and sounds aid memory.

___ Repetition of topic with details work together best.

___ Memory of details is short-term; return when necessary.

___ The greater the amount of time between studying and testing, the greater the amount that is forgotten.

___ People have less control over their memory than they'd like.

___ Concentration techniques aid memory.

___ Practice, review, and rehersal of content assures execution.

9 Quick memory enhancers for specific content:

___ Associate a mental picture (an instance of a fact).

___ Exaggerate an aspect.

___ Imagine motion.

___ Imagine sounds.

___ Rhyme words.

___ Visualize color.

___ Visualize 3-dimensional picture.

___ Use anacronyms (the first letters of words).

3 Concentration techniques for specific content:

_____ Prominant features

___ Choose ___ Create a picture ___ Connect them

_____ Number codes for word letters (associate the numbers)

0/KOQ, 1/LI, 2/NZ, 3/MW, 4/AHX, 5/S, 6/G, 7/TJ, 8/BP, 9/dD

_____ Word codes for numbers (associate the words)

1 wand	6 sticks	11 evenly
2 twin	7 heaven	12 well
3 tree	8 eightball	13 luck
4 fur	9 knight	14 forty
5 hive	10 tent	15 fifty

PRODUCE

Use content memory to solve a problem, answer a question via RRE.

Use concentration techniques to list memorized content.

Use quick memory enhancers to recall memorized content.

Match a previous day experience to each principal that guides memo

IDENTIFY

5 General test-taking habits

_____ Using time wisely

_____ Carefully reading all directions

_____ Carefully reading all questions/items/choices

_____ Attempting to answer every question/item

_____ Actively reasoning through each question/item/choice

Objective tests & strategies

___ Multiple choice

___ Matching

___ True-False

_____ Relate facts known to ambiquous items

_____ Eliminate unlikely alternatives

_____ Take qualifiers literally (never, always)

_____ Anticipate the answer, then look for it

_____ Consider all choices: look before leaping

___ Poorly constructed items: clues to the best answer

_____ NOT the 1st or the last items are best

_____ NOT a flippant remark or absurd idea

_____ NOT the shortest answer

_____ WILL contain familiar technical language

_____ WILL be more carefully worded than others

Written tests & strategies

___ Sentence completion

___ Short answer

___ Essay

_____ Clue in to the length of the answer blank

_____ Carefully read the statement/question for a direct answer

_____ Jot down details directly related to topic explored

_____ Organize information before writing answers

_____ Answer every question, be brief when guessing

_____ If time runs out, answer in outline form

_____ With time remaining, check spelling, punctuation, grammar

---

PRODUCE

A "cluster outline" for a written test question; a text section;

A list of technical vocabulary with definitions

A list of concepts, events, procedures, characters, etc., with precise considerations or descriptors

Tutors will prepare SESSION PLANNER outlines to apply the program content to their session schedule, usually consisting of 8 separate hours of 3 sections.

Each outlined SESSION PLANNER will consist of 1) a cover sheet, 2) a Table of Specifications, 3) sheet/s of Instruction Notes, and 4) a formal, Student Evaluation sheet. The following formats are suggested to guide items 1, 3, & 4:

COVER SHEET

I. Student Information: name, address, phone; guardian name, address, phone; subject(s) of tutorial focus; study skills of tutorial focus; other important information (school, curriculum, place of tutorials, place of study, age, DOB).

II. Schedule Information: days, dates, hours, hourly content.

INSTRUCTION NOTES

I. Materials: Text(s), Table(s), Supplies (list all useful)

II. Information To Be Covered: Pages, Topics, Vocabulary

III. Session Schedule: List of skill objectives (identify/produce) per 20 minute session section; any additions and elaborations

IV. Instructional Skill Applications: (List presentations based upon academic information student must master) Mastery-of-objective examples that will guide student learning of skills and information

---

STUDENT EVALUATION SHEET

I. Student Information

II. Learning Goals and Instructional (skill/subject) Objectives

III. Checklist Analysis of Objective Mastery (strengths/weaknesses)

IV. Examples of Mastery/Competency

V. Statement of Student Achievement

Tutors who complete a SESSION PLANNER will increase the likelihood that their tutorial sessions will run briskly, responsively, and effectively.

Each SESSION PLANNER will take approximately an hour to complete; ten minutes to review; and, a half hour to present the final day.

For additional assistance, extra workshop pages, or more information please contact THE TRI-COUNTY MASTER TUTORS NETWORK office, M-F, 9 am - 6 pm, at 722-4357.

THE STUDY SKILL COMPETENCY PROGRAM: WORKSHOP INSTRUCTION NOTES

FIRST SECTION (30')

MT: Present SKILL as series of steps, SKILL = memory of program content.

A. TIME MANAGEMENT - Goal Statement

1. I: 2 characteristics, 3 elements, 2 enablers, 5 working skills
   P: List/Prioritize/Arrange - The Study Plan

B. LISTENING & NOTE TAKING - Goal Statement

I: 5 info. situations, 2 notebook info., 6 points
P: Notebook, Study Plan

C. INTERACTION - Goal Statement

I: 4 Situations, Behavioral Breakdown: 4E/8S/5P/3A
P: Accomplishment Instances

D. READING - Goal Statement

I: 13 Facts (3-Student, 7-Text, 3-Study), 2 Shifts/Tasks
P: Say/Write 12 prereading facts

E. RESEARCH - Goal Statement

I: 2 Tools (4-Criteria, 3-Library skills), 3 Materials, 2 Kinds/Purposes
P: Outline, Statement, Sources, Notes, Bibliography

F. REPORT WRITING - Goal Statement

I: 3 Rules, 3 Stages, 3 Techniques
P: Writing Plan, Written Report
* TM, RES, RDG skills implied - 2, 3, 2

G. MEMORY - Goal Statement

I: RRE, 7 Principles, 9 Enhancers, 3 Techniques
P: Use RRE, Match principle to experience, Use enhancers, Use Techniques

H. TEST TAKING - Goal Statement

I: 5 Habits, 3 Objective tests & 3 Written tests with strategies
P: 2 Lists, Cluster outline

ST: Identify instances in which program skills are called for.

SECOND SECTION (30')

MT: Present steps rules and facts (Apply MEMORY techniques, enhancers, principles)

ST: Recall steps required to execute the skill (Goals, I's, P's)

THIRD SECTION (30')

MT: Provide practice and test (Form groups, each to choose a STUDY SKILL to discuss).

Participants are directed to the "Tutorial Guideline" to PLAN A SESSION using one group member's past tutorial experience. 15-minutes will be allowed (or more).

ST: Participant groups will nominate a representative to present their SESSION PLAN to the entire workshop, approximating 5-minutes each.

THE TRI-COUNTY MASTER TUTORS NETWORK POB 22033 CHARLESTON SC 29413-2033

STUDY SKILL: Terminal Competence — Table of Specifications Overview

TIME MANAGEMENT * Plan academic study time and information wisely and successfully * TIME MANAGEMENT

IDENTIFICATION	PRODUCTION
A. The elements of studying: 3	A. List academic assignments & activities
B. The "Study Planner" Guide	B. Prioritize by result deadline & type
	C. Arrange study skill environment

LISTENING & NOTE-TAKING * Maintain alertness to academic information presentations * LISTENING & NOTE-TAKING

IDENTIFICATION	PRODUCTION
A. Class organizational patterns: 5	A. Assemble notebooks
B. The elements of studying: 3	B. Notebook studying guides

INTERACTION * Sustain alertness to academic information presentations * INTERACTION

IDENTIFICATION	PRODUCTION	
A. 20 interaction situations	A. Environmental-4	C. Personal-5
B. Situation skill behaviors	B. Social-8	D. Academic-3

READING * Process information for target results with materials, fluently * READING

IDENTIFICATION	PRODUCTION
A. Student world - Text materials - Study world	A. Prereading behaviors
B. Reading shifts & reading tasks	B. Rate and techniques

RESEARCH * Apply a habit of research to chosen studies, consistent with purposes * RESEARCH

IDENTIFICATION	PRODUCTION
A. Problem analysis tools	A. Information management
B. Organizational patterns	B. Subject task results

REPORT WRITING * Write structurally sound, cohesive, and meaningful statements * REPORT WRITING

IDENTIFICATION	PRODUCTION
A. Rules of writing	A. Organizational patterns
B. Writing techniques	B. Stages of writing

MEMORY * Purposefully and actively pursue the rewards of recollection * MEMORY

IDENTIFICATION	PRODUCTION
A. The purpose of memory	A. Recognize/Recall/Execute study techniques
B. The development of memory	B. Techniques and applications

TEST TAKING * Take tests wisely, knowledgeably, and consistently well * TEST TAKING

IDENTIFICATION	PRODUCTION
A. Test taking strategies	A. Written tests and items
B. Test characteristics	B. Symbolized tests and items

IDENTIFICATION of facts to recall mastery within Study Skill Competencies	PRODUCTION of skill task behaviors to application mastery within Subject Areas

COLLEGE OF CHARLESTON
College Skills Lab
216 Education Center
792-5635

SUGGESTIONS FOR SUCCESSFUL TUTORING

1. Relax and be yourself.

2. Get to know your tutee. Learn his/her name and something about him/her at the first meeting.

3. Start where your tutee is--not where you are. How? By asking good, clear, questions designed to find out his/her needs, strengths, weaknesses, the course content, instructor's goals, etc. Above all, listen a lot, talk a little. Don't preach.

4. Ask questions or give assignments which your tutee can easily handle at first. This builds self-confidence. Go on to harder material later.

5. Break sessions into short, distinct segments; don't wear your tutee out.

6. Some preparation is necessary for each session. Conferring with the tutee's instructor can be worthwhile.

7. Do not waste time criticizing instructors.

8. Help your tutee set realistic objectives for the use of his/her time.

9. Offer suggestions for successful study habits.

   (Feel free to use handouts on time management and learning techniques from the Study Skills/Reading Lab. Also refer students with extensive problems in these areas to the professional staff in the CSL.)

10. Give your tutee your full attention during sessions.

11. Reinforce (reward) successes with GENUINE praise. Try to boost morale, but don't deceive the tutee about his/her work.

12. Be aware that some students who request tutoring have deeper problems. Promptly contact the tutorial staff to discuss possible referral. Don't be a counselor--just be a friend.

TUTORING IS....A HELPING/CARING RELATIONSHIP,
A SERIOUS COMMITMENT,
MORE THAN KNOWLEDGE TRANSMISSION,
NOT A "PAT" ANSWER METHOD,
NOT A SOCIAL HOUR.

MORE DO'S AND DON'TS

DO...

Use a questioning strategy when the student needs to be guided in the learning process.

Indicate when answers are correct or incorrect.

Phrase questions carefully so that they are understandable.

Ask the tutee to explain his/her answers. If there is a misunderstanding of the question, clarify the question. If there is a lack of understanding of content, either direct the tutee to a source of explanation (test) or ask a question on simpler content.

Be on the lookout for any dependency of the tutee on you.

Work on listening skills and human relations.

DON'T...

Use questions that require a simple yes or no answer.

Answer your own questions.

Give too much information in the questions.

Ask the obvious. All questions should require some thought.

Ridicule wrong answers. Don't be impatient.

Ask the same question again if the tutee indicates that he/she doesn't understand.

SAMPLES & EXAMPLES

Summary of Probing Techniques and Selected Examples[1]

Basic Rules: (1) Any tutor response which immediately follows a student response is either a NON-PROBE or a PROBE.

(2) A PROBE: Is a tutor response which requires a student who has just responded to go beyond that first response - to clarify it, justify it, further explain it, relate it to another idea, etc.

Types of Probes and Examples of Probing Responses

I. Clarification:	(Tutor asks the student for more information or meaning):
Examples of Clarification	"What do you mean by _____?" "Tell us more . . ." "What else did they do? "Anything else?" "Be more specific."; "In what way?"
II. Critical Awareness:	(Tutor asks student to justify his answer, to reflect on it):
Examples of Critical Awareness	"What are you assuming?" "Why would that be so?" "How can that be?"; "How would you do that?" "Are you sure?"; "Give an EXAMPLE of that." "What do we need to know in order to solve the problems?"
III. Refocus:	(Tutor asks student to relate his answer to another idea or topic):
Examples of Refocus	"How is that related to . . . ?" "Can you SUMMARIZE the discussion up to this point?" "PRETEND (suppose) you are . . . then what?" "How does your response tie into . . . ?" "If that is true, then what would happen if. . .?" "What would _____ (another person, group) say about it?" "How is your answer (point of view) different from _____?"
IV. Prompting:	(Tutor gives student a hint, or else Tutor rephrases his question to help student respond: Tutor has questioned student, but student can't or doesn't answer. Tutor therefore rephrases, or makes the probe easier to answer by): 1. Giving a hint. 2. Asking for an example, etc.
V. Redirect:	(Tutor changes the direction of interaction from Student 1 to Student 2. Tutor is asking Student 2 to respond to the first student's response.)

VI.[1] Adapted from M.E.J. Orme (1970); Institute for Educational Research, Indiana University.

Rules for Listening

1. Act like a good listener. You should:

   (a) Maintain good eye contact.

   (b) Sit attentively ... even lean forward at times.

   (c) Look as if you are enjoying listening. Raise eyebrows, nod head, smile, laugh when appropriate.

   (d) Give encouragement to the person talking by asking questions.

   (e) Be alert but not tense. Be patient, relaxed; but eyes, posture and attitude should be one of interest, focusing all of the attention on the one talking.

   (f) React to what the person is saying by making verbal comments like:

   "I see." "That's interesting."
   "Is that right!"

2. A good listener listens to understand, really understand what the other person is saying. To understand, you must:

   (a) Ask questions (How? What? Where? When? Who?)

   (b) Get more information: "Tell me more about that."

   (c) Let the person know you are not informed on the subject: "I don't know much about this." "I have not heard of that before."

   (d) Give feedback: "Is this what you mean?" Repeat what has been said, putting it into your own words.

NOTES ON WRITING AND THE CLUSTER TECHNIQUE

Two major types of written work are standard for the college student:

1. The Narrative/Descriptive Essay
2. The Analytical/Expository Essay

The first type of essay asks you to draw directly from personal experience to show (describe) and tell about (narrate) a significant event in your life.

The second type asks you to explain and analyze an issue, problem, or quotation, and you may or may not be expected to draw from personal experience.

To help you adjust your writing to the expectations of your readers (your professors), it is important to understand their scoring procedures and criteria, and to realize they will probably be reading carefully but quickly, perhaps spending no more than ten to fifteen minutes on your essay. Therefore, your writing must allow them to proceed efficiently; your writing must be clear, direct, and polished. In general, the following scoring criteria are employed:

1. Fullness of response: Credit is given to the essay which responds fully to all parts of the question or topic.

2. Adequate details: Credit is given to the essay in which generalizations are supported by specific details, reasons, and examples.

3. Correct grammar, usage, and spelling: Occasional errors are allowed; however, credit is not given to essays that display frequent mistakes.

As a general "rule of thumb" for successful writing, you should work through three "stages" of writing toward a competent finished product:

1) Preparing to Write
2) Writing
3) Proofreading

1) The technique of the "cluster outline" will help you PREPARE and organize topic information. This technique is summarized as follows:

a. Mark key words presented to you. These words are found as the title and description of your subject topic, or, they are the topic's words as chosen by you from among any you decide will title your work. Jot the central theme down and around it jot down its aspects that must be developed. These surrounding, or cluster, subareas will be separately discussed in your writing.

b. Consider each subarea separately and jot down what comes to your mind from the knowledge you have about each one. These words present an expanded picture of each subarea by highlighting aspects about them that relate well to the central theme.

c. Support with additional information which may (1) answer the question "Why?" or "How?" or "So What?" or may (2) give a concrete example or "for instance."

A "cluster outline" will look similar to the example below for an Analytical/ Expository Essay that required the use of a questionnaire to gather personal experience information from a male and a female adolescent for specific subareas:

Family
Age School
Birth Residence
*
Demographics

Extracurricular
Academic Achvmt
*
Education

Activities
Ideal/Real
Intimacy
*
Social Relationships

Carol & Frank: Adolescents

Aspirations
*
Career Personal
* *
Academic Marriage
Vocation Intimacy

Self-Concept
*
Physical Mental
* *
Body Type Autonomy
Activity Real/Ideal
Hero/Model

Moral Reasoning
*
Stage/Level

Spiritual
Understanding
*
Abstract Practice
* *
Sources Church
Beliefs School
Experiences
*
Death
Spirit

*Note that each subarea has been expanded based upon information gathered during the questionnaire interviews. Other details will be presented as supportive information gleened from literature and from the personal narrations of the interviewees.

2) Now is the time to WRITE. You have your "cluster outline" to guide you now. To begin, a strong, opening paragraph is essential for all essays. This is a three or four sentence paragraph in which the first sentence generalizes about the given topic (and each required subarea); the second sentence focuses on what you have chosen to discuss; and, the last one or two sentences survey the particulars you intend to present.

Writing the body of the essay (or of each subarea) tells your reader what specific information and examples you wish to present that are related to the aspects you have introduced. Each aspect may form the basis of short, concise paragraphs consisting of at least three sentences each that adequately support your points.

A concluding paragraph is also essential. It may add new information, complete a full response or point toward the future. Personal impressions fit here.

3) PROOFREAD carefully, line by line, and make neat corrections if necessary. Always allow time to proofread your essay for errors in grammar, usage, and spelling. A technique is to cover your essay with a sheet of paper and reveal each line, one at a time. By reading each line carefully, you are more assured of focused and careful proofreading for all 3 kinds of errors. Then read the essay in its entirety to be sure your paragraphs and their sentences flow in a logical and smooth manner from opening to closing.

—

(Adapted from Verbal Review for Standardized Tests, Cliffs Notes, Inc., 1986)

THE STUDY SKILL COMPETENCY PROGRAM: WORKSHOP INSTRUCTION NOTES

For Workshop classes of 15 or more, a "cooperative learning" situation may best accomplish the learning of all 8 Study Skill Tables.

The following guidelines for Workshop presentations, Sections 1 - 3, are suggested as a way to maximize the study and retention of the information contained in "The Study Skill Competency Program" for tutors.

FIRST SECTION: To facilitate the identification of instances in which study skills are called for, present each SKILL's title, goal statement, and table of specifications. Compare Page 12/Each Table, and answer:

#1 TM (14, 2/3/5) : "What four procedures are suggested for planning study time and information wisely and successfully?"

#2 L&NT (15, 3/4) : "What major skills are suggested for maintaining one's alertness to academic information presentations?"

#3 INT (16, 6/7/8/9/10/11) : "What skill helps sustain student alertness to academic information presentations?"

#4 RDG (17) : "What skills help students process information for target results with materials, fluently?"

#5 RES (18) : "What study skills increase student competency in applying a habit of research to chosen studies, consistent with purposes?"

#6 R-W (19/20) : "What major skills help students write structurally sound, cohesive, and meaningful reports?"

#7 MEM (21) : "What kinds of skills are suggested for students to purposefully and actively pursue the rewards of recollection?"

#8 T-T (22) : "What skills major skills increase the likelihood that students will take tests wisely, knowledgeably, and consistently well?"

*9 TUTORING (23/24/25, 9/10/11/12, APPLICATIONS GUIDE, FIELD APPLICATION) : "Recall at least two tutorial situations and indicate which study skill tables could have been applied to enhance learning; elaborate, briefly."

SECOND SECTION: To facilitate the recall of study skill steps that are required to execute the terminal competency, present one table for the group to memorize in detail (cooperatively, all 8). Ask each group to:

A. RES #5 - Choose one Table of Specifications to memorize using the 4 criteria for choosing a topic, page 18.

B. RDG #4 - Identify the facts of the assignment through discussion, page 17.

C. MEM #7 - Use a favorite/try a suggested technique; apply it to the contents of the Table of Specifications for complete memorization (Title, Goal, Objs).

THIRD SECTION: To facilitate the presentation of Session Plans to the entire Workshop (by group/by individual), direct all participants to

A. The Tutorial Guideline, Page 23
B. The Field Application, Handout
C. The Application Guide, Handout

Then, use one (group member's) tutorial situation (*9, First Section) to prepare a Session Plan; present the Plan, briefly, to the Workshop.

TUTORIAL SITUATIONS	STUDY SKILL APPLICATIONS
I. Preschool - Elementary	A. INTERACTION B. READING C. RESEARCH D. MEMORY
II. Elementary - Middle	A. TIME MANAGEMENT B. LISTENING & NOTE TAKING C. INTERACTION D. All WORKING: RDG, RES, R-W, MEM, T-T
III. Middle - Secondary	A. All ENABLING B. All WORKING: RDG, RES, RPT WTG, MEM, T-T
IV. Secondary - Age 17+	A. All ENABLING: TM, L&N, INT B. All WORKING: RDG, RES, R-W, MEM, T-T
V. Postsecondary	A. TIME MANAGEMENT B. LISTENING & NOTE TAKING C. READING D. REPORT WRITING E. RESEARCH F. MEMORY G. TEST TAKING

SUBJECT AREAS	BEHAVIORAL (I/P) APPLICATIONS
I.	A. E-4, S-8, P-5, A-3 B. Facts, Rate, Techniques C. Kinds, Materials, Library, Outline D. Content, Principles, Enhancers, Techniques
II.	A. Elements, Study Plan, Habits B. Situations, Notebook, Outline C. Situations, Behaviors, Expressions D. RDG: Facts, Shifts, Tasks, Plan E. RES: Tools, Materials, Kinds, Results F. R-W: Rules, Stages, Techniques, Plan, Report G. MEM: Activities, Principles, Enhancers, Tech. H. T-T: General, Obj./Written Strategies, Plan
III., IV., and V. same as above	A through H, gleened from above

STUDY SKILL COMPETENCY PROGRAM
FIELD APPLICATION #2

COVER SHEET

I. A. Tutorial Contact Information: (CONFIDENTIAL)

B. Tutorial Content Information:

SUBJ: Biology
LEVEL: College, 1st year
FOCUS: Study of 4 Chapters to Test Date, Class & Home
S.S.: TM, L&N, R-W, MEM, T-T

II. A. Schedule Information:

HOURS: 2, +as needed

PLACE: Tutor's home

TIMES: 1) Tues, 3/31, 5 PM - 7 PM

2)

3)

B. AN HOURLY CONTENT PLAN

Diagnostic Interaction

TM Analysis & Information

L&N Analysis & Information

R-W Assessment & Inform.

MEM to Materials & Tasks Assessment & Information

T-T Analysis, Information, Production-Lists, Outline, Plan

Tutorial Summary & Projections/ Evaluations

INSTRUCTIONAL NOTES

I. MATERIALS : Book, Workbook, Class Notebook

II. CONTENT : B/WB/CN - Chapters 10, 11, 12, 13, ±14
Technical Vocabulary within Chapter Sections
Facts, Concepts, Testing Points w/i Notebook

III. SESSION SCHEDULE

A. Diagnostic Interaction

B. Learner's present skills analyses: TM, L&N, R-W, T-T, MEM

C. Skills presentations

D. SKILL Production Objectives: Need Assessments & Accomplishments

E. Written Summary of (A through D, above = Tutorial Goal, S/W, Needs)

F. Learner's & Tutor's Projections/ Evaluations, Examples, Statements

STUDY SKILL COMPETENCY PROGRAM, FIELD APPLICATION #2

WRITTEN SUMMARY: Studying Biology

A. Tutorial Goal is to achieve terminal competence with studying biology towards achieving a significant increase in test scores from past scores.

B. Present skill anaysis yields strengths and weaknesses, below:

TM - access to test histories at Biology Department 2 days before tests

L&N - currently taking "Learning Strategies" (required, no-credit) course; tapes lectures; keeps Notebook up; Notebook incorporates @3+ points; see Table for Needs Assessment notes

R-W - Not familiar with "Cluster Outline" technique, rules

T-T - Access to last test with correct answers; Production needs evident

MEM - Not familiar with concentration techniques; uses color paper to discriminate between notepage sources (Book, Workbook, Class); uses one-sided notepages with ample space for diagrams, lists, and topic statments

(C.) Skill Presentation with (D.) Skill Production Objectives notes: Terminal Goal

I. Technical Vocabulary - by chapter, The Book, The Workbook
   A. Define, Describe (descriptors that identify one over another)
   B. Paired Associations (compare/contrast with common elements)
      1. General overview
      2. Breakdown details
   C. MEMORY work (Enhancer techniques/Concentration techniques)

II. Synthesis of Class Notes - by chapter headed pages (CH10-1...)
   A. Major topics (no details) - fold notepage in 1/3 or use blank page
   B. Develop clusters - from page, incorporate * system for RDG/RES
   C. Note lecturer highlights - test directions, topics, details
   D. MEMORY work

III. Workbook Study Guide
   A. Preread assigned pages for overview understanding of material
   B. Read at literal level all assigned pages - highlight/underline
   C. Review section questions, literal level, to recognize memory gaps *
   D. Look up all answers, one at a time, rereading each question with answer
   E. Study for MEMORY, Book and Class Notes applications and answer pages

V. Combine I., II., III. and study for MEMORY

STUDY SKILL COMPETENCY PROGRAM, FIELD APPLICATION #2

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   D. Look up all answers, one at a time, rereading each question with answer
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V. Combine I., II., III. and study for MEMORY

THE CHARLESTON/BERKELEY/DORCHESTER-COUNTY MASTER TUTORS NETWORK

BACKGROUND: A set number of professional educators are available to a specific community for the purpose of providing paid, tutorial services where and when needed. This set, a community's tutorial resource, has recently in the past year been organized across all communities in the Tri-County Area via membership as professional educators in The Tri-County Master Tutors Network.

More than 100 Master Tutor Data Files have been matched and mailed in 1991 to meet a growing public demand for highly qualified tutorial assistance. Our liaison service is community based; more than 28 Tri-County communities comprise our organization's outreach capacity. Our goals for 1992 include offering the economically disadvantaged student connection to sponsored Master Tutor sessions, and accomplishing this task through sponsor fundraising and membership drives.

Most recently we have organized our professional educator membership into school community availability. There are 160 Tri-County schools among public, private, and post-secondary categories. Our goal is to provide every school with an active group of Master Tutors, each having the autonomy to assist teachers and school administrators meet special student needs within the school setting.

Another major outreach plan involves our Tri-County Area's many and diverse religious communities. It is hoped that, as contributors to the Network's Sponsor Program, individual churches will host "Study Halls" for needy students within their congregations. Along the guidelines of this plan is one that intends to involve major businesses and other entities desirous of supporting education in our Lowcountry and sponsoring Master Tutor assisted students.

MASTER TUTORS: Professional educators joining The Tri-County Master Tutors Network provide 3 professional references, a Data File, and a yearly dues ($15) to the Network office and officers. Free to volunteer their time to Network activities, each Master Tutor receives general as well as specific tutorial training, quarterly meeting information, and regular updating on Network activities.

The Master Tutor Data File is the vehicle by which the public is directly connected to every Master Tutor available in their community whose expertise is related directly to their request by subject, grade level, and curricula. And yet the Network does more than match a request to a Data File. Every filled request is accompanied by a "quality assurance" questionnaire, and in the event no Data Files match their formalized request, the Network Coordinator will provide information as to the availability of other resources that may meet their needs, e.g., college student and commercial learning center resources.

NETWORK PROGRAMS: General organization operations and specific membership activities comprise our Network programs. Some of the ongoing operational programs in place include Master Tutor training and workshops, public relations, and membership drives. An 8-member Board of Directors works to accomplish these tasks as well as the public-to-tutor resource liaison service of the Network. The work of the Sponsor Program is accomplished by the Network's 5 officers (President, Executive Director, Executive Assistant/Coordinator, Treasurer, and Task Force Director) supported by the Network's entire membership.

The Network's "Study Skill Competency Program" is our first, major membership activity. Master Tutors volunteer their time to bring a presentation of our organization and this unique area of expertise into the schools. A schools-to-Master Tutor selection sheet, distributed as a checklist of the 160 Tri-County schools to every Master Tutor, yielded a Master Tutor-to-Individual School group; a letter of intent to every school yields individual schools wishing to host our presentation and retain a consistently updated file of Master Tutors available to their student population. As a rule, teachers of a school do not engage in private tutoring activity with their school's student population. We are glad to be available whenever a need arises to support school and student progress.

AUTHOR'S NOTE - The Master Tutors Network, founded in January of 1991 and organized for non-profit in May of 1991, is a new and unique community-based, educational service. Persons who are interested in learning how to establish a Master Tutors Network in their area are welcome to contact The Tri-County Master Tutors Network for our Constitution and By-laws, our Organization Handbook, and our Study Skill Competency Program materials at our address, below. All inquiries are welcomed. - Sally J. S. Wilson, M.Ed.

THE TRI-COUNTY MASTER TUTORS NETWORK

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